



# EARNING CREDIT

WITH SMITHSONIAN STUDENT TRAVEL

## The smart way to go

Travel to experience America, to broaden your perspectives, to deepen your understanding, to have a great time. With Smithsonian Student Travel tours, you can do it all – and earn high school credit while you're at it. Completing assignments before, during and after your tour helps you make the most of everything you see and do. You'll explore what you hope to learn before you leave, journal your thoughts during your trip and come home using your experiences as exciting new learning tools in your classroom and beyond.

You'll earn one elective credit, the equivalent of one semester in class. But that's just for starters. Because a meaningful trip now may one day influence your college choices, your career, your future. Make the most of your Smithsonian Student Travel tour. Take it for credit. And take it for all it's worth.

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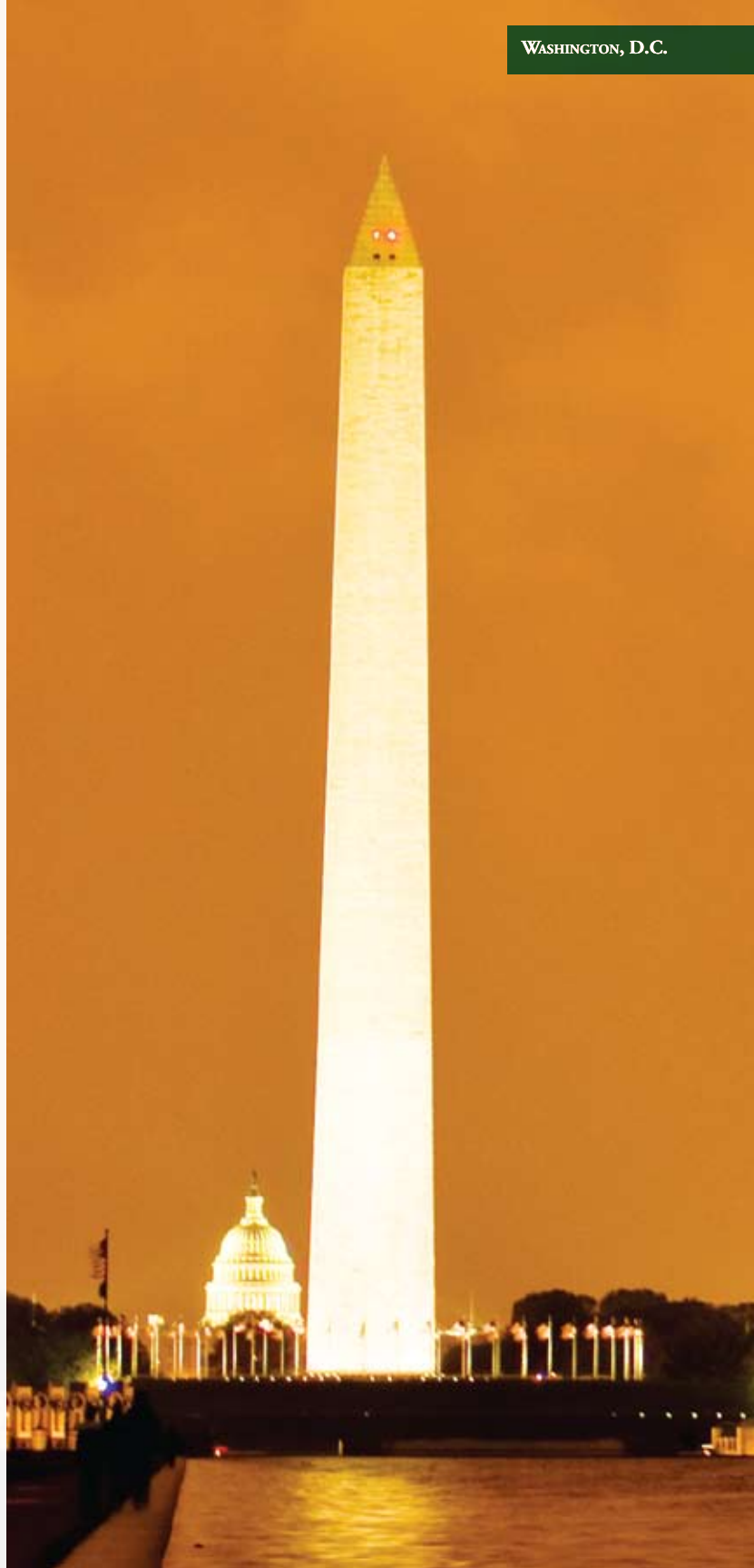
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## Standards-correlated

There are ten Thematic Strands in the National Curriculum Standards for Social Studies. Time, Continuity and Change (#2) is the most relevant to the educational tour experience and this course  
(see [www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands))

## Course theme: Time, Continuity and Change

Learning about the past is critical to understanding the present. Individual experiences, societal values and cultural traditions link humans to history in profound ways, influencing how we view ourselves in and over time. Who am I? How am I connected to the past? How has the world changed? How does my life relate to the human experience across time? Coursework before, during and after your tour will guide you in your search for answers, encouraging you to examine historical, societal and cultural perspectives as you interpret your place in the world.

## Course objectives

Participants will:

- Acquire a core of basic knowledge, including multiple academic disciplines and 21st Century Skills, through pre-tour studies and on-tour experience (see [www.21stcenturyskills.org](http://www.21stcenturyskills.org))
- Develop new ways of thinking critically and creatively about people and issues, then reflect, synthesize and communicate the learning that occurs on tour
- Gain awareness of modern culture and historical events, being able to identify similarities and differences between modern day and the past
- Become aware of how history plays a role in influencing current events and the future
- Become motivated to share experiences and participate in the community and global marketplace as a responsible, informed and curious citizen

## Accreditation

This course was created by educators and approved by EF Educational Tours' and Smithsonian Student Travel's educational advisory board. Smithsonian Student Travel tours are fully accredited, meaning they've been recognized for their quality and educational value. Coursework meets the rigorous standards of the best schools across the U.S. EF is the first and only international travel organization to be accredited by the Commission on International and Trans-regional Accrediation (CITA). Through CITA, EF is accredited by:

- Middle States Association of Colleges and Schools (MSA-CES)
- Southern Association of Colleges and Schools (SACS-CASI)
- Western Association of Schools and Colleges (WASC)
- North Central Association (NCA-CASI)
- National Council for Private Schools Accreditation (NCPSA)
- AdvancED - the unified organization of NCA and SACS



## Credits earned

You'll earn one high school elective credit – equal to 100 hours, or one semester, in class. Required time:

- 20 hours pre-tour (including assignments and preparatory meetings)
- 50 hours on-tour (including learning time and coursework)
- 30 hours post-tour (including assignments and meetings)

## Registration

Two things first: Register for your Smithsonian Student Travel tour and confirm that your school will accept a credit transfer. Then register for the course by calling **1-888-333-9756**. Registration for the course is free!





## Pre-tour work

Your journey of discovery begins before your tour departs. The assignments on this page are designed to spark ideas, stimulate creativity and encourage the kind of in-depth exploration that makes for a rewarding educational tour.

### 1. KWL chart (part I): Start thinking

Organize your thoughts using the KWL chart on page 15, or create your own using this as a template. Write a topic of interest at the top and begin filling in the first two columns: “What I know” and “What I want to know.” You’ll add to this chart during your tour and will complete the “What I learned” column when you get home. Some topics of interest to consider are a particular destination you’ll visit on your tour, a related current event, a specific time period or a historical figure.

### 2. Required reading

Add to the first two columns of your KWL chart as you read: “What I know” and “What I want to know.” Choose a minimum of four books that relate to your tour and your KWL topic of interest. At least two of your sources should be nonfiction. You can find destination-specific reading suggestions at [SmithsonianStudentTravel.com](http://SmithsonianStudentTravel.com). If you would like to choose your own books, please seek approval from your group leader and email your selections to [education.department@ef.com](mailto:education.department@ef.com).

### 3. Travel journal (part I)

Begin your travel journal with your initial thoughts and expectations, specifically addressing the following topics:

- How might your travels teach you about the three theme elements of time, continuity and change?
- Why is studying the past important to your life now and in the future?
- What are the differences between learning through travel and learning through books, media, classroom lessons and the Internet?

### 4. Pre-tour paper

Read the two nonfiction sources you’ve chosen. Write a pre-tour paper citing your sources and answering the question below. Suggested length: 1,000 words.

- How does your research prepare you to study the course theme of Time, Continuity and Change among different areas of the United States? (See page 3.)



## On-tour work

During your tour, take time each day to reflect upon your travels and record your findings. Meeting people from different parts of the country, visiting new places and learning new things at every turn, you'll experience America in a new way. Scheduled activities will introduce you to a wide range of experiences, each offering its own opportunities for learning. Taken as a whole, these activities provide the cultural context upon which greater understanding is built. Your attendance is required. Take photos and don't miss a thing.

### 1. KWL chart (part II): Chart your progress

Begin filling in the last column of your KWL chart: "What I learned." You'll want to record as much of this information as possible while it's fresh in your mind.

### 2. Travel journal (part II)

You are required to write about 500 words per day in your journal. In addition to simply recording daily events, you must include at least five of the following in each entry:

- Cities, attractions, towns you visited
- Things you encountered for the first time
- Interactions and conversations with local people
- Customs and traditions that are new to you
- Differences or similarities between tour destinations and your hometown
- How your tour director and local guides affected your learning
- How experiential learning compares to classroom learning
- How travel affects your understanding about peace, human rights, trade or ecology
- How your travels have influenced your approach to your studies

## Post-tour work

The end of your tour marks new beginnings in understanding. Now is when you'll process all you've seen, done and learned, synthesizing experience and information to create broader meaning.

### 1. KWL chart (part III): Wrap it up

Finish your KWL chart by filling in the third column: "What I learned."

### 2. Reflective essays

Write separate essays on five of the topics listed below, using examples related to your tour. Suggested length: 1,000 words per essay. Suggested sources: local citizens, newspapers, periodicals, television, radio, Internet, your Smithsonian Student Travel Tour Director.

#### Media

What did you learn from your tour that you have not learned from the media? How does the media report on different events and topics? How do people seem to respond to the media?

#### Art

Describe a visit to a museum or art performance and analyze how this experience fits into general American culture and society.

#### History

Answer one or more of the following questions with an eye towards history; use support from what you've learned on your tour. Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future?

#### Social and Cross Cultural

Comment on the following questions: Do the places you visited seem to have a variety of different cultures or is there one predominant culture? Explain to what extent the groups work together and how that may or may not affect the society as a whole.

#### Science, Engineering, Technology

How have science, engineering, technology and math been used to solve real-world problems in the destinations you visited? How have designers drawn on math and science to create structures and systems that meet the changing needs of these places?

#### Financial Literacy

How much money did you start your tour with; how much did you finish with? Where did it all go? Did you budget your money? Do you use a budget at home? How has your tour helped your money management skills?

#### Global Classroom

Discuss a fact, place, historical event or current event you learned about in school, choosing a topic that relates to your tour. Describe your understanding of this topic using support from both your classroom and your travel experience.

#### Time, Continuity and Change

Design your own essay topic using this as your title.



### 3. Post-tour project

Choose one of these two projects to complete your coursework.

#### Post-tour project option one: Two thematic essays and a photo essay

For option one, you'll write two thematic essays and create one photo essay.

##### Thematic essays

Choose two different themes from two of the books you selected before your tour and write a separate 1,500-word essay on each theme. Unlike a book review, your essays should include personal reflections that relate your theme to what you learned on your tour.

##### Photo essay

Select 30 photos and/or postcards from your travels that demonstrate your understanding of the theme: Time, Continuity and Change. Attach them to paper or poster board with a caption below each explaining its connection to the course theme. For example, under a photo of the Lincoln Memorial you might describe the public's reaction to Lincoln's policies during his presidency versus our views of him today.

#### Post-tour project option two: Media project

For option two, you'll create a digital presentation in the form of a podcast, short movie, slideshow, blog, website or online photo journal.

##### Specifications

Podcast: 10 – 15 minutes

Movie: 8 – 12 minutes

Slideshow: 15 – 20 minutes

Blog/website: minimum 8 pages of content

Online photo journal: minimum 30 pages

##### Guidelines

- Show creativity with original and inventive ideas
- Include an attention-grabbing introduction that poses the central question your presentation will answer
- Demonstrate critical thought, reflection and analysis throughout, supporting your main ideas with detailed, accurate and thought-provoking information
- Use music, graphics, effects, colors, fonts and formatting techniques appropriately, without distracting from your content
- Use correct grammar and punctuation and properly cite all sources
- No copyrighted music or content allowed

### Grading criteria

The Smithsonian Student Travel portfolio is graded according to a holistic philosophy. Each factor on these two pages is considered, and the entire portfolio ultimately receives a single letter grade. The portfolio must be submitted to the grader within three weeks of tour completion; grade must be emailed within the following three weeks. Please send any questions to [education.department@ef.com](mailto:education.department@ef.com).

Before scoring a student's work a grader ought to: be an educator familiar with scoring student work; read through the course details; be generally familiar with the National Council of Social Studies (NCSS) theme Time, Continuity and Change ([www.socialstudies.org/standards/strands](http://www.socialstudies.org/standards/strands)); have a general understanding of 21st Century Skills ([www.21stcenturyskills.org](http://www.21stcenturyskills.org)).

The letter grade is based upon the following scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

### Pre-tour requirements (total points 20)

KWL chart:

- All three columns have multiple thoughtful comments in them \_\_\_\_ / 5
- It is evident by the statements in the L column that the student sought out information about statements in his/her W column \_\_\_\_ / 5

TOTAL: \_\_\_\_ / 10

Pre-tour paper:

- The student has clearly used and cited evidence from at least two nonfiction sources \_\_\_\_ / 5
- The student has thoroughly addressed the theme Time, Continuity and Change \_\_\_\_ / 5

TOTAL: \_\_\_\_ / 10

### On-tour requirements (total points 25)

Travel journal (including pre-tour entry):

- The pre-tour entry discusses both Time, Continuity and Change and expectations for the educational tour \_\_\_\_ / 5
- It is clear that the student made an effort to write meaningful entries every day \_\_\_\_ / 5
- The entries not only spell out a chronological list of activities for the day, but also dig deeper, sharing thoughts and impressions \_\_\_\_ / 5
- There are memorable facts and quotes included throughout the journal, making it evident that the student is utilizing the journal to assist his/her memory of the learning occurring on tour \_\_\_\_ / 5
- The final journal entry is beginning to show signs of synthesis, pulling together a loose summary of learning that occurred on tour and/or projecting future plans as a result of this learning experience \_\_\_\_ / 5

TOTAL: \_\_\_\_ / 25



Post-tour requirements (total points 70)

Reflective essays (for each essay use the same criteria)

- The title makes it obvious which prompt is being addressed
- There is a clear and strong thesis
- The essay is structured to include an introduction, convincing, creative, support and a strong conclusion
- Analysis is evident, the content is thoughtful and perceptive, drawing original conclusions from both pre-tour research and firsthand experience

Compute the average for each essay:

Thematic essays (if student chose media project, mark this section N/A)

- The title makes it obvious that this is a thematic essay, not a reflective essay
- There is a clear and strong thesis making it obvious what theme the student has chosen to address
- The essay is structured to include an introduction, convincing, creative, support and a strong conclusion
- Analysis is evident, the content is thoughtful and perceptive, drawing original conclusions from both pre-tour reading and firsthand experience

Compute the average for each essay:

Photo essay (if student chose media project, mark this section N/A)

- The student has neatly included 30 pictures/postcards; the captions show evidence of reflection and learning, not simply identification

Media project (if student chose thematic + photo essay, mark this section N/A)

- The media project is viewable in its entirety, indicating that the student took care to format it in a way that could be sent to and viewed by others
- The project's introduction establishes a clear purpose and engages the audience; the content of the body of the project is well organized, including detailed and accurate information
- The project makes appropriate use of grammar, spelling and punctuation, as well as consistent use of font, color, graphics, formatting, effects, etc. without distracting from the content
- The project shows original thought, with creative and inventive ideas throughout – evidence of critical thought, analysis and reflection
- All sources are cited

Bonus

Evidence of Time, Continuity and Change & 21st Century Skills is woven throughout the coursework

essay 1	essay 2	essay 3	essay 4	essay 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
___ / 5	___ / 5	___ / 5	___ / 5	___ / 5
AVG: ___ / 5	___ / 5	___ / 5	___ / 5	___ / 5

essay 1	essay 2
___ / 10	___ / 10
___ / 10	___ / 10
___ / 10	___ / 10
___ / 10	___ / 10
AVG: ___ / 10	___ / 10

___ / 5
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___ / 5
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___ / 5
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___ / 5
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___ / 5
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___ / 5
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TOTAL: ___ / 25
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___ / 5
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To compute the final grade add all the scores in the gray boxes for the total out of a possible 100 points

TOTAL: \_\_\_ / 100

LETTER GRADE: \_\_\_

## Plagiarism policy

Any evidence of plagiarism will result in automatic failure, and the school guidance counselor will be alerted to the student's academic dishonesty. EF defines plagiarism as the use of intellectual material produced by another person without properly acknowledging and/or documenting its source. According to the Modern Language Association, some of the more common examples of plagiarism include, but are not limited to:

- Browsing the web and copying text and then pasting it into your paper without quotation marks or without citing the source
- Presenting facts without saying where you found them
- Repeating or paraphrasing someone's wording, argument or line of thought without acknowledgement
- Using wording that you summarized or paraphrased from a quotation and passing that wording off as your own

Adapted from: (Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: MLA, 2003)

## Obtaining a transcript

### Step 1: Organize and label your work

Label the following assignments with the assignment name, your name and your customer number:

- KWL chart (completed post-tour)
  - Formal pre-tour paper
  - Travel journal (including pre-tour entry)
  - Five reflective essays, numbered and labeled with topic name
  - Two thematic essays and photo essay
- OR
- Media project

### Step 2: Submit your work

Three weeks after your tour ends, submit your work to be graded by your group leader according to the rubric found on pages 8 and 9 of this booklet. Within the following three weeks, your group leader will submit your grade by email to: [education.department@ef.com](mailto:education.department@ef.com) or by mail to:

Education Department  
Smithsonian Student Travel at EF Center  
One Education Street  
Cambridge, MA 02141

If your group leader is unable or unwilling to grade your work you may send your portfolio to the above address.

### Step 3: Receive an official transcript

Within one week of receiving your grade, the Smithsonian Student Travel Education Department will spot check the work and review the grade. Within four weeks, an official transcript will be sent indicating that you have completed our High School Credit course.

Smithsonian Student Travel tours are operated by EF Educational First. EF's transcript specifies one semester worth of high school elective credit earned and 100 hours of coursework completed. Students and group leaders should obtain approval of EF coursework from school administration.

KWL chart

Topic: \_\_\_\_\_

K: What I KNOW

W: What I WANT to know

L: What I LEARNED

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1-888-333-9756

[WWW.SMITHSONIANSTUDENTTRAVEL.COM](http://WWW.SMITHSONIANSTUDENTTRAVEL.COM)